

**CONTEXTUAL INFORMATION**

**Mission:**

Initial certification programs in accordance with the University mission and the mission of the College of Education is to prepare its diverse candidates to achieve the highly qualified status that will allow each candidate to secure employment and thrive in the following professional career avenues: teaching, technical and support positions in educational settings and administrative positions in education, business, industry and government through carefully selected learning experiences that heighten professional knowledge and skills and engage the College community in collaborative relationships with local, state, national and international, institutions, organizations and agencies.

**Teacher Preparation Programs:**

Initial certification programs at the undergraduate, post-baccalaureate, and master's levels include the following: Early Childhood; Elementary, Middle School, and Bilingual Elementary Education; Special Education (LBS1); Secondary Biology, Business Education, Chemistry, English, Geography, History, Industrial Technology, Mathematics, and Physics; and K-12 Art Education, Music Education, Physical Education, and Spanish.

**Student Characteristics:**

- Most CSU students are non-traditional or returning students who commute.
- A large percentage are first generation college attendees, married or single parents, who work and/or receive financial aid; approximately 60% are part-time students.
- More than one-third are between the ages of 25 and 34.
- The student body is ethnically diverse with a majority of African-Americans students.
- CSU's minority students performed equal to or better than their counterparts in the rest of the state of Illinois on Certification Tests over the last 10 years.
- One-third of the candidates in initial certification programs are change-of-career post-baccalaureate students

**Admissions Requirements:**

**Admission to Teacher Education Program:**

- Cumulative GPA of 2.5 in all coursework required in the education program
- Completion of all but 12 credit hours of coursework in general education
- Submission of one letter of recommendation from the department and/or 1-2 personal recommendations projecting the student's success as a teacher
- Successful completion of the Illinois Certification Test of Basic Skills and (for undergraduate students) ,CSU qualifying examinations in English composition, mathematics, and reading

**Admission to Student Teaching:**

- Admission to Teacher Education
- Minimum 2.5 GPA in all coursework satisfying program requirements and in each of the two areas of professional education and area of specialization or concentration
- Review course for the Illinois Subject Matter Certification Examination
- Successful field-based internship
- Successful completion of Subject Matter Certification Test

**Accreditation:**

- Accredited by the North Central Association (NCA) of Colleges and Schools
- Accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1954
- All programs approved for certification by the Illinois State Board of Education (ISBE)
- One of only 21 Illinois institutions (57 total) accredited by NCATE
- Fourteen programs are in full compliance with national professional association standards
- Ed.D. in Education Leadership approved in June 2004 by IBHE and in April 2005 by NCA
- ISBE approved Superintendent Endorsement on 2/2/07 to add to Type 75 Certificate for Doctoral students.

**Teacher Education Vision:**

- The College of Education sees itself as a hub for educational networking where candidates come knowing that they are part of a learning community whose programs have consistently received NCATE accreditation and reached out to a diverse student community to offer them state-of-the-art degree programs to become highly qualified professionals, achieve their career goals and state licensure and be ready to serve in a global society.
- Long-term strategic plans and short-term action plans guide data-driven accountability measures and decision making to improve programming, student retention and graduation, and use resources effectively, and quality of services rendered.
- The undergraduate, graduate and doctoral programs' curricular plans and expansion efforts, delivery of learning experiences and accountability measures are rigorous and develop a depth and breadth of knowledge, skills and dispositions exemplified in the Conceptual Framework, e.g. the National Board for Professional Teaching Standards' (NBPTS) live research-based core propositions.
- Faculty, students, staff and administrators understand the function and processes involved in developing and working with innovative service, research or funding projects and participate in these endeavors in varying roles for the benefit of the learning community.

**Best Practices:**

- School-based methods courses taught in Chicago, suburban and rural schools give students the opportunity to apply theory, innovative practices and pedagogy in real school settings.
- Prior to student teaching, all candidates participate in an internship under the supervision of both school and University faculty. Internships and student teaching are usually done in the same school.
- Candidates enrolled in field-based internship programs teach lessons daily for two or more semesters and receive feedback from school and University supervisors.
- Candidates develop professionally through systemic reflection, analytical journal writing, and e-portfolio development.
- Secondary and K-12 education candidates complete a major in their area of specialization.
- Eight computer laboratories in the College provide hands-on experiences in the use of technology related to the candidates' field of education.
- National Board Certification (NBC) Resource Center established in the College to improve NBC Teacher minority recruitment. Over 145 NBPT candidates took summer coursework, and 84 took fall 2006 coursework in our new Center.
- Students participate in practice tests and review workshops for the Certification Tests of Basic Skills, Subject Matter Knowledge, and Assessment of Professional Teaching.
- Candidates participate in Web-enhanced curriculum development.
- Alternative pathway programs are offered, e.g., Teachers for ChicagoLand (TFCL).
- Faculty members have developed partnerships, including: Project Nueva Generacion, a site-based model program for training teachers in their own communities; General Administration partnerships for elementary and high school teachers; Reading Specialist cohorts for elementary and high school teachers; distance learning program in Library Information and Media Studies; Child Studies program for Head Start staff and other Early Childhood cohorts; Special Education cohorts in the south suburbs for certified teachers and initial certification students; After School Matters Sports 37 program for elementary and high school students; Teacher Quality Enhancement project with community college partners for developing standards-based curricula for middle grade educators including content, web-based modules and assessments; planned Cougar Academy for Teachers targeted toward junior and senior high school students aspiring to become middle school teachers; Center for Urban Research in Education since 1997; Urban Visions Journal at urbanvisionsjournal.org since 2001; Cooperative Education Designation; CISCO Certified Network Administrator training; and General Administration cohort

**Notable Features and Accomplishments:**

- Over 28 CSU graduates have received the Golden Apple Award for Excellence in Teaching since 1987.
- CSU students have recently received the Kohl, Golden Apple Scholar, and the Illinois Student Laureate Awards; 56 Distinguished Educator Awards have been presented to alums and faculty since 2003.
- Diverse faculty are actively engaged in research, publishing, and presentations at local, national, and international conferences.
- The College has a nationally recognized professional development partnership with a dual-language school and three state recognized field-based programs, originally funded by the Joyce and MacArthur Foundations, and currently funded by the Illinois Board of Higher Education.
- The College of Education has published the Illinois Schools Journal since 1920.
- Over 220 teachers have graduated from alternative pathways to Certification programs

<b>Program Information for Chicago State University 2005-2006</b>	
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<b>S.1</b> Total number of students admitted into teacher preparation, all specializations, in academic year 2005-2006	<b>733</b>
<b>S.2</b> Number of candidates in supervised student teaching in academic year 2005-2006	<b>198</b>
<b>S.3</b> Number of faculty members who supervised student teachers:	
➤ <b>S.3A</b> Full-time faculty in professional education	<b>21</b>
➤ <b>S.3B</b> Part-time faculty in professional education but full-time in the institution	<b>3</b>
➤ <b>S.3C</b> Part-time faculty in professional education, not otherwise employed by the institution	<b>6</b>
<b>S.4</b> Total faculty student teaching supervisors	<b>30</b>
<b>S.5</b> Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	<b>6.6:1</b>
<b>S.6A</b> The average number of student teaching hours per week	<b>32.5</b>
<b>S.6B</b> The total number of weeks of supervised student teaching required	<b>16</b>
<b>S.7</b> Average total number of hours required	<b>520</b>